

Monbulk College – School Strategic Plan – 2025 to 2029

Monbulk College (8065)

North Eastern Victoria Region

Date: 30.06.2025

Goa 1	Maximise the learning growth of every student
Rationale	Maximising learning growth was identified by the review panel as the priority focus for improving student learning. The targets selected include relevant differentiated school performance method (DSPM) performance measures and other measures appropriate to the college context. The KIS are derived directly from the recommendations of the intensive school support (ISS) alignment review report.
Targets	
1.1	By 2029, increase the percentage of year 9 students exceeding the expected proficiency level in the national assessment program- literacy and numeracy (NAPLAN): • Reading from 21% (2024) to 28% • Writing from 7% (2024) to 20% • Numeracy from 4% (2024) to 8% and By 2029, decrease the percentage of year 9 students needing additional support to achieve the expected proficiency level in NAPLAN: • Reading from 8% (2024) to 6% • Writing from 10% (2024) to 8% • Numeracy from 8% (2024) to 6%.
1.2	By 2029, increase the percentage of year 7 to 10 students achieving at or above the expected learning growth according to semester 2 teacher judgements in: • Reading and viewing from 71% (2024) to 80% • Writing from 69% (2024) to 80% • Mathematics from x (2025) to y (tbc) and By 2029, decrease the percentage of year 7 to 10 students achieving below the expected learning growth according to semester 2 teacher judgements in: • Reading and viewing from 29% (2024) to 20% • Writing from 31% (2024) to 20% • Mathematics from x (2025) to y (tbc).
1.3	By 2029, increase the Victorian Certificate of Education (VCE) English group mean study score from 26.7 (2024) to 28 and increase the VCE All Study mean score from 25.73 (2024) to 27.
1.4	By 2029, increase the year 7 to 12 positive endorsement of Attitudes to school survey (AtoSS) factors: • Stimulated learning from 37% (2024) to 50% • Effective teaching time from 51% (2024) to 60% • High expectations of success from 58% (2024) to 65%.

1.5 By 2029, increase the year 7 to 12 positive endorsement of School staff survey teaching and learning module items:

- Plan differentiated learning activities from 57% (2024) to 63%
- Believe evaluating impact improves practice from 61% (2024) to 70%
- Monitor effectiveness using data from 39% (2024) to 56%.

Key improvement strategies (KIS)		FISO 2.0 core element(s)
1.a	Develop and embed a professional practice improvement framework.	Leadership Teaching and Learning Assessment
1.b	Continue to embed the college's instructional model consistent with the Victorian teaching and learning model 2.0 (VTLM 2.0).	Teaching and learning
1.c	Strengthen teacher capacity to maximise student learning growth.	Teaching and learning Assessment

Goal 2 Optimise the wellbeing and engagement of every student

Rationale Optimising wellbeing and engagement was identified by the review panel as the priority focus for improving student wellbeing. The targets selected include relevant differentiated school performance method (DSPM) measures and other measures appropriate to the college context. The KIS are derived directly from the recommendations of the intensive school support (ISS) alignment review report.

Targets

2.1	By 2029, increase the year 7 to 12 positive endorsement of AtoSS factors: • Effective classroom behaviour from 48% (2024) to 55% • Emotional awareness and regulation from 57% (2024) to 53% • School connectedness from 39% (2024) to 43% • Student voice and agency from 28% (2024) to 37% • School stage transition (Years 10 to 12) from 37% (2024) to 51%.
2.2	By 2029, increase the year 7 to 12 positive endorsement of School staff survey teaching and learning module items: • Promote student ownership of learning from 43% (2024) to 57% • Believe student engagement is key to learning from 83% (2024) to 87%.
2.3	By 2029, increase the year 7 to 12 attendance rate from 85.4% (2024) to 86% and the percentage of unapproved absences from 10% (2024) to 8%.
Key improvement strategies (KIS)	
FISO 2.0 core element(s)	

2.a	Utilise the school-wide positive behaviour support framework to consolidate student engagement practices.	Leadership Engagement
2.b	Strengthen active student engagement in learning.	Engagement Teaching and Learning
2.c	Strengthen school attendance expectations and practices.	Leadership Engagement Support and Resources